



Testing Considerations for Students with Disabilities

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Including All Students In State Assessments

- Both federal and state laws require that all students with disabilities participate in statewide assessments
 - No students are exempt unless after the testing window a medical emergency waiver is approved by SD DOE
 - Can also be used for out of state students that move in after the STEP-A testing window closes
 - Test Irregularities must be completed for any student not tested
 - Last year the majority of special ed students not tested were missing a test irregularity form and districts had to be audited



Eligibility for Accommodations

- The student must:
 - Have a disability that necessitates accommodations
 - Have documentation on file at school that supports the need for the accommodation
 - Students should be using accommodations **routinely** during instruction and similar classroom assessments

Routine use = at least 5 weeks
prior to test date



Accommodations

- Do not change level, content or performance criteria.
- Do not reduce the learning expectation.
- Provide the student with equal access and opportunity to demonstrate what is known



Accommodations

- May be appropriate for instruction but may not be appropriate or allowed on state assessments
 - Example: student-made journals (lengthy, errors, contain specific examples)
- Just because an accommodation is not allowed on the state assessment does not mean it isn't appropriate for instruction



What About Modifications



Modifications

- Lower the expectations for content learned and/or demonstration of knowledge
- Fundamentally change the test score
- Do not allow for comparability



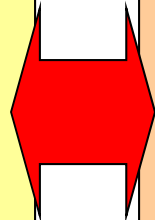
Accommodations VS. Modifications

Accommodations

- ✓ **Eliminate or reduce effects of a student's disability**

Examples:

- test taken orally
- large print textbooks
- additional time to take test
- locker with an adapted lock
- weekly home-school communication tool, such as a notebook or daily log book
- peer support for note taking
- lab sheets with highlighted instructions
- graph paper to assist in organizing and lining up math problems
- tape recorded lectures
- use of a computer for writing



Modifications

- ✓ **Lowering learning expectations**

Examples:

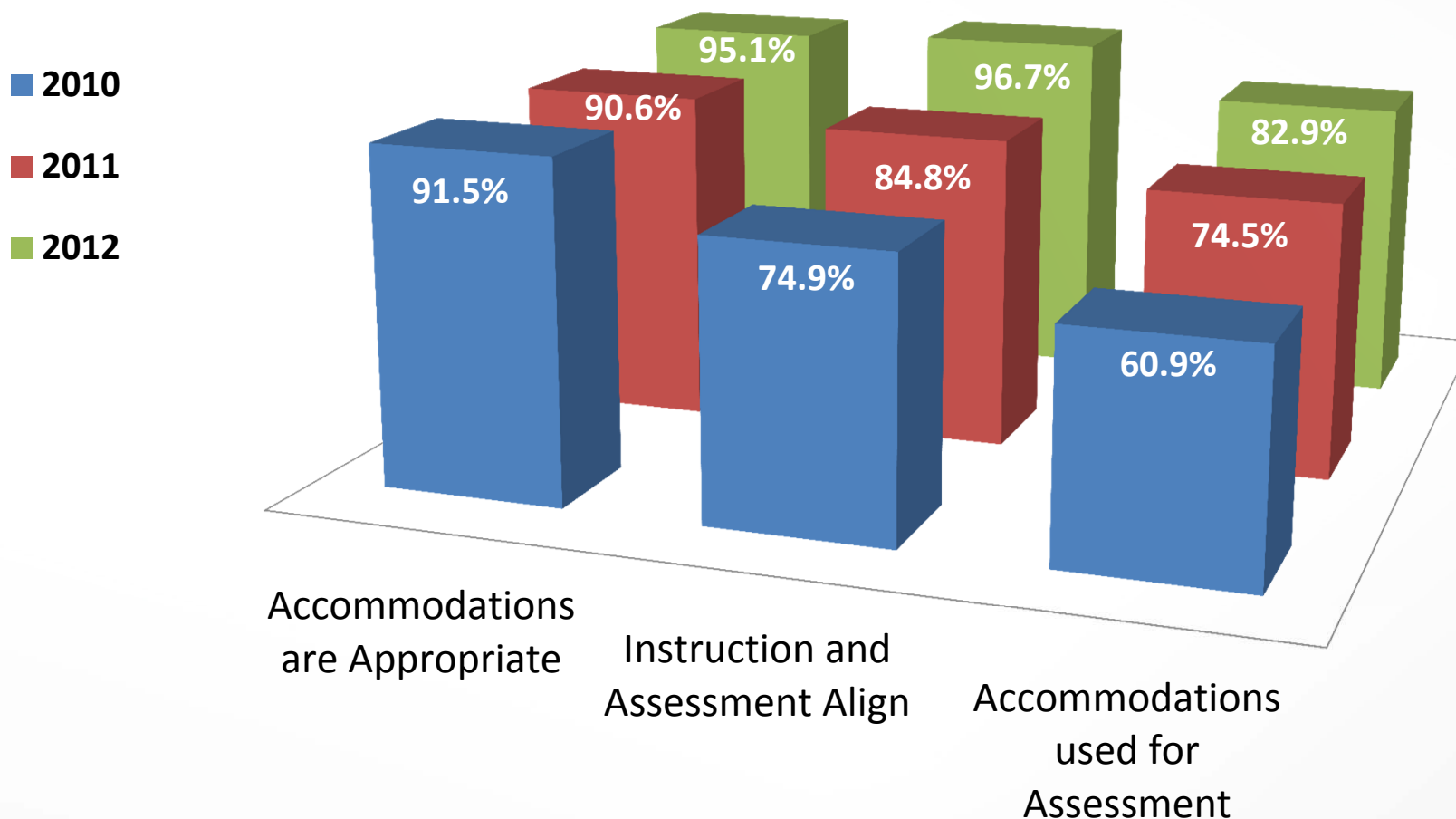
- outline in place of essay for major project
- Picture Communication Symbols (PCS) choices on tests
- alternative books or materials on the same theme or topic
- spelling support from a computerized spell check program
- word bank of choices for answers to test questions
- use of a calculator on a calculation math test
- film or video supplements in place of text
- questions re-worded using simpler language
- projects substituted for written reports
- important words and phrases highlighted



Accommodation Data

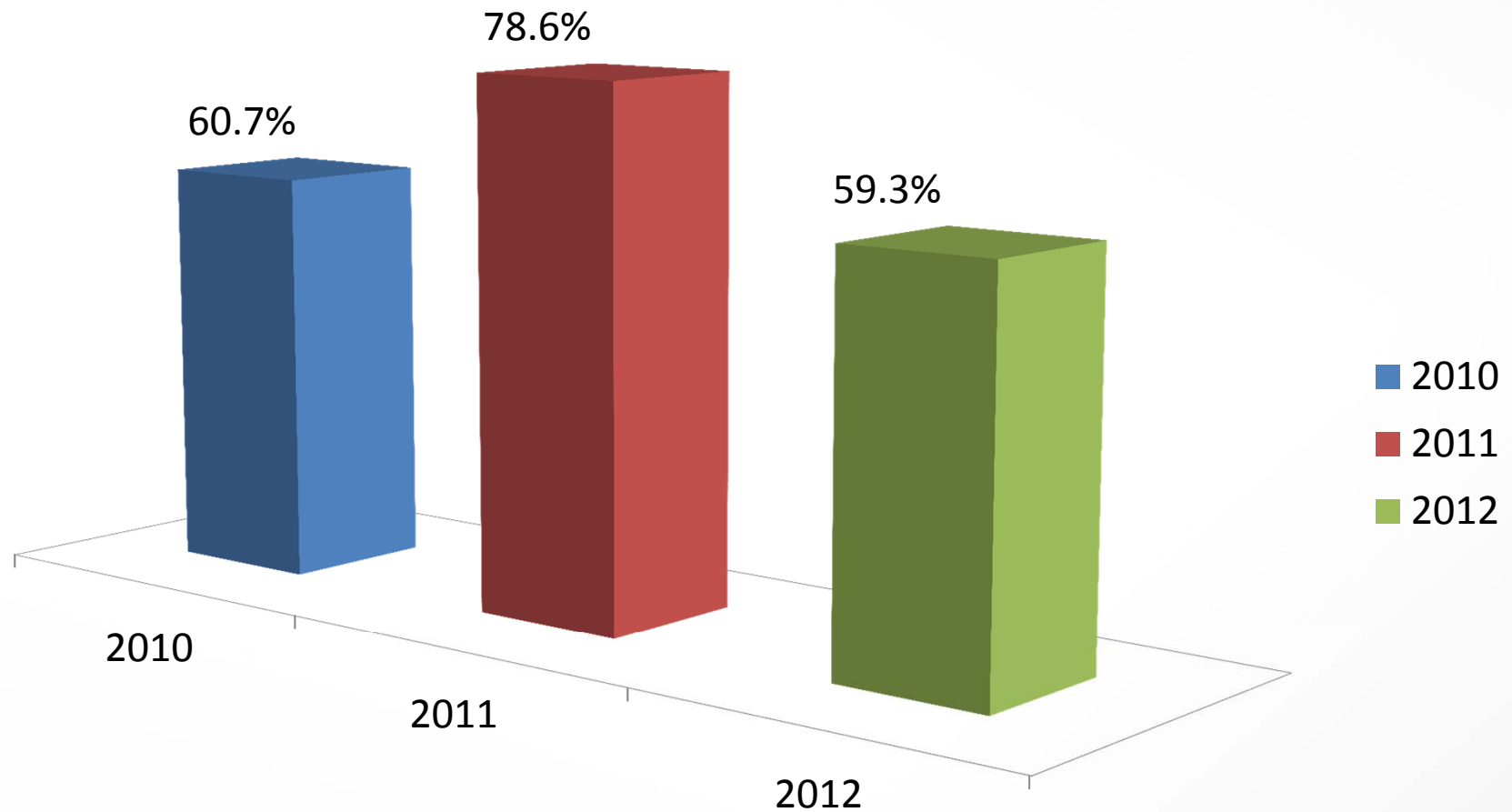


Special Education Accommodation Reviews





Assessment Onsite Visits



Accommodations used for Assessment



Assessment Onsite Visits

- Most frequent issues identified:
 - Extended time – IEP's should not offer extended time for statewide assessments (all are untimed)
 - Frequent Breaks – on IEP but not coding for assessment
 - Small Group – only code if on IEP as accommodation
 - Directions read in a variety of ways - only code if on IEP as accommodation



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Accommodations on STEP



Administering STEP with Accommodations

- Test administrators should know what accommodations each student will use and how to provide accommodations properly
- It is especially important for schools to communicate any last minute changes to testing coordinators and test administrators
- Avoid these common testing irregularities:
 - Student did not receive accommodation
 - Student received the wrong accommodation



Special Testing Situations

- “Test Security Agreement for Special Accommodation Use” must be received by SD DOE at least one week prior to testing
 - Needed to upload, scan, or photocopy assessment to accommodate accommodations used by the student on a regular basis
 - <http://doe.sd.gov/oats/documents/Acsecurit.pdf>



Administering Braille and Large-Print Tests

- Tests were pre-ordered by district test coordinators in November
- Directions on page 44-47 of TCH
 - No field test items on Braille and Large-Print tests: those items are skipped, do not bubble in those numbers on bubble sheet when transcribing answer choices



Sign Language Interpreters

- Preparing for a Signed Administration
 - Previewing test content is allowed in order to properly prepare for a signed administration
 - Follow all standard test security policies outlined in TCH pg 41-42



Scribe

- Writes down or transcribes what a student indicates through assistive device, pointing, sign language, or speech.
 - May not edit or alter student work
 - Must record only answers identified
- Directions on page 43 of TCH



Flexible Schedules/Multiple Sessions

- Student must complete sub-test in one day
- Testing must be complete prior to normal afternoon dismissal
- Students must be allowed bathroom and lunch breaks



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Read Aloud



Read Aloud Accommodation: Need

- The read-aloud accommodation is for a student who needs the assessment (excludes reading passages) read to him/her.
 - This includes an adult reading a single word, a single distracter, or a single stem





Read Aloud Accommodation : Use

- The student must have the read-aloud accommodation provided in the classroom on a regular basis (i.e., as an on-going practice), for both instructional material and assessments/tests.
 - Students need the opportunity to practice listening carefully to the adult reader while following along in text to be able to use the accommodation effectively.



Read Aloud Accommodation: Policy

- Readers should receive training and review the assessment before test administration.
 - Readers can have access to the assessment to review, no more than 1 week prior to the test administration.
 - The assessment should never leave the building.
 - The readers need know how to pronounce all of the words, abbreviations, and symbols contained in the assessment.
 - Readers need to be familiar with the assessment to ensure no answer will be provided due to reading the assessment.
- The local district test coordinator is responsible for maintaining test security during the review period.



Read Aloud Accommodation: Policy

- All text in Math and Science can be read (unless it provides an answer).
- **Absolutely nothing** from the reading passages may be read or pronounced,
 - This includes single words the student may ask about.
 - If reading passages are read, complete a Test Irregularity and the student will then be counted as not participating.



Read Aloud Accommodation: Policy

- The reader may emphasize only the words **bolded**, **CAPITALIZED**, or *italicized*.
- Definitions of words may NOT be given.
- If the student requests, the reader can read an item again.
- The reader should be very careful not to say or describe anything that is not written in text, especially for diagrams, charts, etc.



Read Aloud Accommodation: Policy

- The read-aloud accommodation (#6) must occur in a separate small group or individual setting.
 - Do not read-aloud in areas that distract those receiving the accommodation or other students.
 - Do NOT code small group or individual (#16 or #17 small group) unless it is a specific accommodation on the IEP, 504 or ELL plan



Read Aloud Accommodation : Individual vs. Small Group Policy

- Best practice is to provide the read-aloud accommodation to individual students.
- A small group of students (not more than three) must receive exactly the same read-aloud accommodation at the same time.
 - They will have the same form, and the reading will be directed to all of these students at the same time and in the same place.
 - A group is NOT a number of students in a particular room who are taking different forms of the assessment and who are raising their hands at various times to have a word in a distracter pronounced, or an item stem read, for example.



Read Aloud Accommodation: Policy

- The potential for a student copying another student's answers or being influenced by another student's behavior may be a problem in a small group.
 - The reader must carefully consider how students will be seated, or whether carrels or dividers need to be used with a particular group of students.
 - If one student marks an answer immediately after hearing an answer choice and this action influences another student to do the same thing, the reader might consider asking students to listen to the entire item before marking their answers.
 - It is the responsibility of the reader to make sure that any student receiving the read-aloud accommodation in a small group is not being influenced by another student.



Read Aloud Accommodation: Policy

- Readers may not clarify, elaborate, or provide assistance to students in any way while reading the assessment.
 - Readers must be careful not to give clues that indicate the correct answer or help eliminate some answer choices.
 - The reader should take care not to inadvertently cue the student using voice inflection, or by providing information that is not in the text.
 - Positioning is another important consideration. The reader should stand to the side or behind the student to avoid facial expressions, eye contact, and body language that might inadvertently cue the student.



Read Aloud Accommodation : Diagrams, Graphs, Maps Tables, etc.

- Text labels on diagrams, graphs, maps, tables, charts, timelines, graphic organizers, etc, should be read.
 - The reader should point to each component of the diagram while reading the labels.
 - The reader should cue the student to look at the diagram before reading the words on the diagram.
 - The reader should point to the words on a diagram, starting from the left and going across or from the top and going to the bottom, whichever is most appropriate, when reading the captions on the diagram.
- All numbers on complex graphs do not need to be read, unless the student requests it.



Read Aloud Accommodation : Math Assessment

- All numerals can be read as numbers unless the question refers specifically to place value. In this case, for example, the number 23.67 should be read as “two three point six seven” not as “twenty-three and sixty-seven hundredths”. For items not testing place value, numbers should be read as an adult reader would say them.
- Symbols for operations can be read.
- Tables should be described by size and labels, and should generally be read first from top to bottom, and then from left to right.

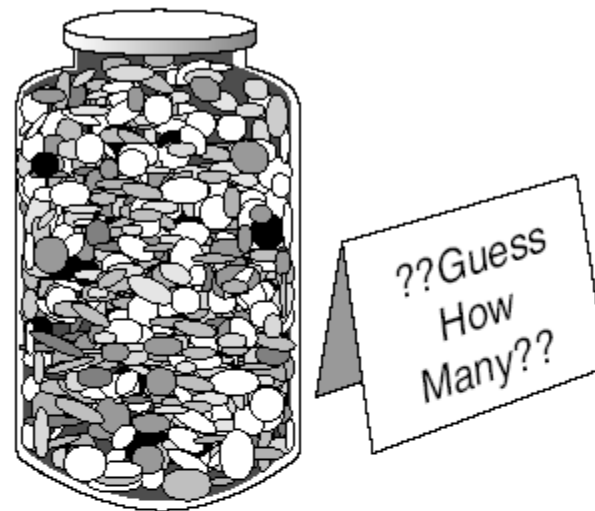
Examples Of How To Read An Item:

This item should be read:

“Brooke guessed that there are six zero five comma seven eight eight buttons in the jar below. Please refer to the diagram in your test booklet. The diagram has a sign stating, guess how many? Which of the following shows six zero five comma seven eight eight written in words?”

- A Six hundred, seventy-eight
- B Six hundred five, seven hundred eighty eight
- C Six hundred five thousand, seventy eight
- D Six hundred five thousand, seven hundred eighty-eight”

Brooke guessed that there are 605,788 buttons in the jar below.



Which of the following shows 605,788 written in words?

- A Six hundred, seventy-eight
- B Six hundred five, seven hundred eighty-eight
- C Six hundred five thousand, seventy-eight
- D Six hundred five thousand, seven hundred eighty-eight



Examples Of How To Read An Item:

Look at the table.

x	y
-1	-8
0	-5
1	-2
2	1

What happens to y when x increases by 2?

- A y decreases by 3
- B y decreases by 6
- C y increases by 3
- D y increases by 6

This item should be read as:

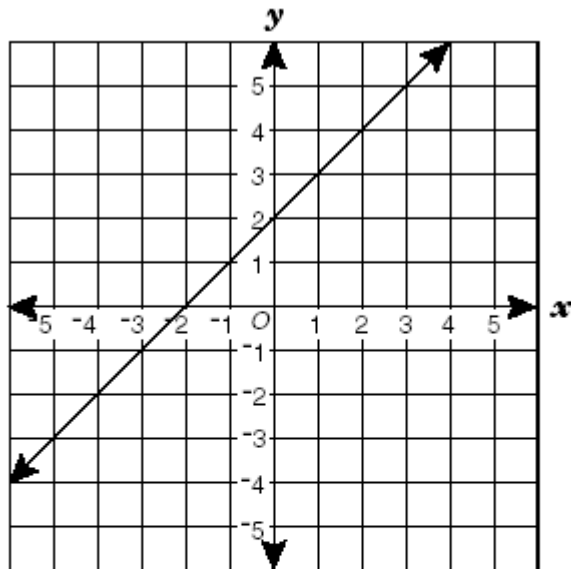
“Look at the table. The table is five rows by two columns. Read left to right, top to bottom: x , y , negative one, negative eight, zero, negative five, one, negative two, two, one.

What happens to y when x increases by two?

- A. Y decreases by three
- B. Y decreases by six
- C. Y increases by three
- D. Y increases by six



Examples Of How To Read An Item



Which equation best describes this graph?

- A $y = -x$
- B $y = 2x + 2$
- C $y = x - 2$
- D $y = x + 2$

This item should be read:

“Which equation best describes this graph? Please refer to the graph in your test booklet.

- A y equals negative x
- B y equals two x plus two
- C y equals x minus two
- D y equals x plus 2



Coding Accommodations



Accommodation chart on
page 29 of Test Coordinator
Handbook

Reading		Mathematics		Science		Accommodation Codes	Accommodations for Special Populations
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP		Presentation Accommodations
✓		✓		✓		1	Large-print test booklets and/or answer documents
✓		✓		✓		2	Visual aids (magnifiers, templates)
✓		✓		✓		3	Sign language (ASL, cued speech)
		✓				4	Abacus for visually impaired VI students
✓		✓		✓		5	Braille test booklets
✓	✓	✓	✓	✓	✓	6	Test items read aloud (does NOT include <i>Reading Comprehension</i> passages)
✓	✓	✓	✓	✓	✓	7	Repeating and/or simplifying directions
✓		✓		✓		8	Amplification equipment (hearing aid, auditory trainer)
						9	N/A - DO NOT GRID ON THE DEMOGRAPHIC INFORMATION PAGE
		✓		✓		10	Talking calculators, provided the student is tested individually or with the use of headphones
							Response Accommodations
✓		✓		✓		11	Responses marked directly in test booklet or on large-print answer document, also includes oral, sign language, Braille, and recorded responses to test items (answers must be transcribed to a scorable answer document by scribe)
✓		✓		✓		12	Large-diameter pencil, pencil grip, special pencil or pen
	✓		✓		✓	13	Use of dictionaries, word lists, glossaries
✓	✓	✓	✓	✓	✓	14	Visual organizers (i.e. templates, masks, markers, graph paper, rulers)
							Setting, Timing, and Scheduling Accommodations
✓	✓	✓	✓	✓	✓	15	Environmental modifications (i.e. special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating)
✓	✓	✓	✓	✓	✓	16	Small-group administration
✓	✓	✓	✓	✓	✓	17	Individual administration
✓		✓		✓		18	Home/Hospital Setting
✓	✓	✓	✓	✓	✓	19	Flexible schedules (i.e. time of day, multiple breaks, etc.)
						20	Other (with prior approval from SD DOE)

Documenting Accommodations

1 STUDENT NAME

TEACHER

SCHOOL

2 SCHOOL DISTRICT

GENDER

GRADE

DATE OF BIRTH

DATE TEST STARTED (month/day/year)

Grade 8

2 LAST NAME

FIRST NAME

M

3 CLASSIFICATION

504

IEP

ELL

4 SUBJECTS FOR ACCOMMODATIONS

READING

MATHEMATICS

SCIENCE

5 DATE OF BIRTH

Month

Day

Year

6 STUDENT NUMBER

7 TEACHER USE ONLY

Reading

Mathematics

Science

8 FORM

A

B

C

D

Place Pre-ID Label Here

Box 3 must be completed for all students with an IEP (including speech only) 504 or identified as ELL whether they receive accommodations or not.

Box 3 must be completed for all students with an IEP (including speech only), 504 or identified as ELL whether they receive accommodations or not



Documenting Accommodations

1 STUDENT NAME _____ TEACHER _____ SCHOOL _____

SCHOOL DISTRICT _____ GENDER _____ GRADE _____ DATE OF BIRTH _____ DATE TESTS STARTED (month/day/year) _____

2 LAST NAME _____ FIRST NAME _____ MI _____

3 CLASSIFICATION
SOD IEP ELL
☐ ☐ ☐

4 SUBJECTS FOR ACCOMMODATIONS
READING MATHEMATICS SCIENCE

5 DATE OF BIRTH
Month Day Year
Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

6 STUDENT NUMBER _____

7 TEACHER USE ONLY
Reading ☐ ☐ ☐
Mathematics ☐ ☐ ☐
Science ☐ ☐ ☐

8 FORM
☐ A
☐ B
☐ C
☐ D

Grade 8

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Place Pre-ID Label Here

Using accommodation chart, code only accommodations provided and documented on student's IEP



What Not To Code

- Only code accommodations provided that are documented on the IEP.
 - Do not code accommodations if required due to the nature of assessment:
 - Student was ill day of testing so later tested individually
 - Test read aloud is an accommodation but it is done in the regular classroom. For STEP the student must be removed so code read aloud but not small group.
- Do not code other accommodations that are not documented in IEP
 - Preferential seating at front of the room
 - Adapted pencil grip



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Testing Day...
Be Prepared!!



Planning for Accommodations

- Plan prior to assessment:
 - Who will be providing the accommodation
 - Where will the testing occur
 - Is any special equipment or additional personnel required
 - Have the appropriate staff received training in providing the accommodation for assessment
 - Is the student familiar with the procedures and the testers



Prior to Day of Assessment

- Be certain test administrators know the accommodations to be provided and how to administer accommodations
 - Directions for readers, scribes, and sign language interpreters in TCH
- Develop a data base to monitor how accommodations will be delivered
 - Have teachers submit student's accommodation list
 - <http://doe.sd.gov/oats/documents/acchartex.pdf>




Verifying Accommodations

- Test coordinator is responsible to verify that documented accommodations for STEP were received
- Complete test irregularity forms if:
 - Not all accommodations on IEP were provided
 - Extra accommodations were provided that were not on the IEP
 - Accommodations were not administered appropriately (reading passages were read, student wasn't tested in small group...)



Accommodation Materials

- Revised Accommodation Manual dated Feb. 2012
 - Includes grid with instruction/STEP/NAEP accommodations

Assessment Adaptations Grid	Instruction	Statewide Assessment	NAEP
<p>Braille A Braille is a Braille keyboard used for typing Braille that can then be printed in standard print or Braille (embosser). The Braille is similar to a typewriter or computer keyboard. Paper is inserted into the Braille and multiple keys are pressed at once, creating Braille dots with each press.</p>  <p>Through an alternative computer port, newer Brailles can simultaneously act as a speech synthesizer that reads the text displayed on the screen when paired with a screen reading program.</p>	Yes	Yes #11	Yes
<p>Breaks Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed.</p>	Yes	Yes #19	Yes



Accommodation Materials

- LiveMeeting presentation on providing and documenting accommodations for statewide assessment posted on the web.
 - These trainings are targeted for teachers
 - Read aloud guidelines will be covered
- <http://doe.sd.gov/oats/dakSTEP.aspx> - under Documents on the right



Online Testing in 2014 and Smarter Balanced Testing 2015

Any additional questions on accommodations for
these two tests?



Questions



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